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ABSTRACT

This document presents an outline of a 10-year (1985-1995) library program proposal for an academic library. Six areas crucial to dealing with a changing academic library environment are analyzed as they relate to internal and external change factors. These factors, which focus on meeting the information needs of users for a new century, include: (1) the need to identify the requirements of the new information technology age; (2) an assessment of user needs for the information age; (3) an analysis of human resources; (4) how the administration perceives library change and its relationship to the mission of the institution; (5) need for additional training and/or education for librarians and staff; and (6) availability of financial resources needed to adopt and adapt to changes in information technology that will best meet the needs of users. Models are used to explore changing roles for librarians, expanded programs and services to a broader scope of users, increased use of performance measures, and the need for staff to improve personal and professional skills. Appended are an organizational chart of the library and diagrams of two of the models discussed in the paper. (16 footnotes and 8 references) (CGD)

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A PROPOSAL FOR CHANGE: THE MILLER F. WHITTAKER LIBRARY'S LONG RANGE PROGRAM 1985-1995

by

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B.S., South Carolina State College, 1974

M.L., University of South Carolina, 1975

A Project Submitted to the Specialist Committee

of the University of South Carolina in Partial Fulfillment

of the Requirements for the

Specialist in Librarianship Degree

Columbia, South Carolina

1987

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A PROPOSAL FOR CHANGE: THE MILLER F. WHITTAKER LIBRARY'S LONG RANGE PROGRAM 1985-1995

Abstract

The author outlines a ten-year library program proposal for the Miller F. Whittaker Library, South Carolina State College, Orangeburg, South Carolina. Crucial to dealing with a changing academic library environment, six areas are analyzed as they relate to internal and external change factors. These factors focus on meeting the information needs of users for a new century. Models are used to explore changing roles for librarians; expanded programs and services to a broader scope of users; increased use of performance measures; and the need for staff to improve personal and professional skills.

INTRODUCTION

Some type of change occurs in libraries daily -- either internally or externally caused that may or may not be within the realm of staff control. Change presents challenges which can lead to the need to 1) make decisions, 2) reorganize, 3) plan, 4) adapt, 5) adopt, or simply 6) ignore. As libraries face the future, changes in user needs, information, and technology will affect society -- the way we live, work, communicate, and our fundamental approach to information: thinking and learning.

The range of issues affecting future academic library change brings about the need for visionary and strategic planning which include goals, objectives, and performance measures for achievement. Effective and efficient planning strategies are vital for any proposed library program to succeed. These issues cannnot be ignored if libraries are to exist as the future information centers of society.

As libraries move into the twenty-first century, there should be a commitment to meet user needs by engaging in effective technology to achieve excellent and quality programs and services for study, research, and recreation.

Programs should focus on achieving a greater understanding of the relationship between user behavior and the information gathering process. Programs that access, organize, interpret, communicate, produce, and disseminate information based on user needs should be in the forefront in meeting the challenges of information technology.

THE MILLER F. WHITTAKER LIBRARY

The Miller F. Whittaker Library at South Carolina State College, Orangeburg, South Carolina is the only predominately Black state supported institution in South Carolina. The institution's population consists of 254 faculty, 526 staff, 432 community users, 4,062 undergraduates, 509 graduates, and 126 doctoral students. Undergraduate and graduate degree programs are offered with a doctoral program in educational administration.

The library staff consists of seventeen individuals: nine librarians and eight support staff. An average of twenty-five student assistants are employed each semester. (See Appendix A)

The Whittaker Library is structured into four units as follows:

- Library Management - includes the general organization, development, and operational procedures of the library. The staff consists of the Library Director and the Administrative Specialist.

- Collection Development, Utilization and Interpretation Unit - assesses and selects a quality collection and provides intellectual access through bibliographic resources, references, and instructional objectives via schools and departments. The unit has a staff of seven; the Coordinator, five Reference and Information Specialists, and the Library Technical Assistant.

- Collection Organization, Preparation and Bibliographic Control Unit - establishes and administers the acquisition, organization, and bibliographic control of all library resources to meet the informational needs of the user. The unit has a staff of five; the Coordinator, the Collection Organization Specialist, two Clerical Specialists, and a Library Technical Assistant.

- Circulation Unit - establishes and administers all procedures relative to the circulation of library resources. The unit has a staff of three which includes the Supervisor and two Library Technical Assistants.[1]

The collection consists of 245,692 books, 42 newspapers, 994 periodicals, 3,869 state documents, 53,526 federal documents, and 395,569 microforms.

The library is a partial depository of a select group of federal documents, and a sub-depository for state publications. In addition, it is a member of the South Carolina Data Center for census information.

The library maintains two special collections: 1) the Black Collection - materials by and about Blacks and 2) the South Carolina State College Historical Collection - a developing collection emphasizing the history of the college. To support research on the Black experience, the library has two outstanding collections in microform, Doctoral Research on the Negro, 1933-1966 and Black Studies I and II (dissertations and masters theses). The library also has a partial collection of the Atlanta University Black Culture Collection on microfilm.

The library is a member of four information retrieval systems. These include 1) SOLINET (Southeastern Library Network), 2) BRS (Bibliographic Retrieval Services), 3) DIALOG, and 4) ALANET (American Library Association).

In providing reference and interlibrary loan services to students, faculty, staff, and community users, the library staff works directly with users and the faculty in accessing their individual needs. During 1986 the library handled 43,043 reference and information requests and 66,479 items were circulated via a manual system.

THE INNER AND OUTER ENVIRONMENT MODEL

As the author looks at change and planning for the twenty-first century, a plan of development for 1985 through 1995 will be outlined for the Whit-

taker Library. This plan includes new roles for librarians, new programs and services to include a broader user population; the improved use of performance measures; and the need to improve personal and professional skills. The "Inner and Outer Environment Model," developed by Professors Daniel D. Barron and Charles C. Curran at the College of Library and Information Science, University of South Carolina, Columbia, South Carolina, for school library media specialists will be used to outline the proposed program for the Whittaker library.[2]

Model I will identify 1) the functions and responsibilities of the academic library (Program Functions); 2) the functions and responsibilities of academic librarians (Professional Functions); 3) the institution's view on promotion and tenure affecting librarians (Policies); 4) the annual performance appraisal (Goals and Objectives); and 5) outcomes of the performance appraisal instrument (Performance Indicators). (See Appendix B)

Model II will identify 1) the user population and services of the library; 2) the roles of the librarians; and 3) the personal and professional competencies of librarians. (See Appendix C)

Collectively, Model I and II identify the external (community) and internal (students, faculty, staff, library staff, administrators) environments as well as the needs, functions, and responsibilities that impact upon the outcomes (programs and services). Variables such as personal and professional characteristics, goals, objectives, and policies of the internal environment play an important role in how effective programs and services will be in meeting user (internal and external environment) information needs, e.g., "bibliographical, cultural, educational, informational, and recreational."[3] The degree of performance of the internal environment in providing accountable outcomes for the internal and external environment to acquire

information skills for solving information problems and coping with the demands of the information society, will determine the success level of both environments.

IDENTIFYING ISSUES RELATED TO CHANGE

The author identifies six issues related to a proposed plan for the Whittaker Library. These issues are important to the success of the program, and they will determine if future library change occurs immediately or gradually.

First, is the need to identify the requirements of the new information technology age (external environment). This age will produce a demand for information from a society that will be information-oriented, and involved in keeping pace with expanding fields of knowledge. Changes in information production will provide a greater range of services available from numerous information sources for library users.[4]

> The rapid growth in electronic sources will necessitate the need for professional help. Librarians will be needed to implement and exploit new technologies and apply them to all aspects of human behavior. In essence, there will be a need to fulfill an advocacy role in the utilization of information technology. Information produced electronically in the future will become available in numerous sources, and the need for professionals to act as information transfer agents and interpret the extensive amount of data will exist. Professional skills will be required to help users of information develop skills and increase their ability in selecting resources to meet their information requirements. [5]

The second issue includes an assessment of user needs (internal and external environment) for the information age. Questions to consider include: 1) Will the population served by the institution change in composition and geographical location?, 2) Will the Education Improvement Act (EIA) affect the intellectual and computer capabilities of users?, 3) Will the information-seeking behavior of users be diverse or similar to the present population?,

and 4) Will community needs be affected by new businesses and industries settling in the area? Answers to these questions should determine the focus of programs and services offered by the library.

Third, is an analysis of human resources (internal environment) -- their present level of involvement in the library's program and their involvement in future planning. Stueart suggests that factors related to self-development by accepting new ideas and concepts, learning new skills, breaking old habits, and altering well-established behavior patterns through job enrichment, work reform, job redesign, humanization of work, and quality of work are areas to consider in analyzing existing human resources.[6]

A fourth issue relates to how the administration (internal environment) perceives library change and its relationship to the mission of the institution. Consideration should be given to: 1) Will the administration be supportive of library change?, 2) It is necessary to educate the administration about the current status of the library and its goals and objectives for the future?, and 3) Will the administration provide the necessary financial support for personnel and technology? Positive and effective change will not occur unless the administration considers the library as an integral part of the institution, and provides the support necessary for program implementation.

A fifth issue is the need for additional training and/or education for librarians and staff (internal environment). Not only should the library staff be kept informed about proposed changes in library organization and functions, but they should also be made aware of the need for additional training. New and different job responsibilities and the ability to communicate and work effectively with a different type of user, a more computer literate user, are areas to examine in planning for the future.

The final consideration is the availability of financial resources needed to adapt and adopt to changes in information technology that will best meet the needs of users. Without financial support, internally, from the administration, or externally, from funding sources, etc., planning for technological changes in the twenty-first century is only a tentative proposal for any type of program implementation.

ANALYZING THE LIBRARY FOR CHANGE

An analysis of the Whittaker Library in the proposal for change includes identifying crucial areas presented in the Models, for the future, such as, 1) program functions, 2) librarian functions, 3) users and services, 4) personal and professional competencies, 5) institutional policies, 6) library accountability and effectiveness (goals/objectives and performance indicators), and 7) education.

This paper will address each of the areas above and provide suggestions for program improvement as well as indicate the status of the Whittaker Library on these issues.

Program Functions and Responsibilities

The Miller F. Whittaker Library's program is focused on the library user in his search for library resources and his competency in the use of these materials. The objectives of the library are twofold:

1) To achieve a balanced program of information services and collection development through improved methods of selection, interpretation, utilization, and evaluation to support and strengthen the academic and research program of the college; and

2) To achieve a balanced program for the delivery of services to the library user involving collection organization, preparation, accountability, maintenance and bibliographic control of library resources

> through frequent planning, implementation, and evaluation of those services.[7]

Currently, the Faculty Liaison Program (a subject oriented partnership between the Reference and Information Specialists and faculty), the Information Retrieval Program, and the Bibliographic Instruction Program are the primary areas that provide services for library users.

The library's program must be analyzed by what it is supposed to do; its intended focus must be to provide for user needs. Once this has been determined and stated in the mission of the library, evaluative criteria can be formed to achieve stated goals and objectives. Frequent monitoring will provide feedback needed to improve or generate the use of present and future programs and services. Feedback should indicate if the information needs of users are met successfully.

Changing Roles and the Academic Librarian

Once the future library program is identified, the next step is to determine the functions, responsibilities, and roles of human resources, and the relationship between them. The relationship should enhance, market, and promote the program to all -- that is, put users and information together by way of access, communication, interpretation, production, and dissemination techniques.

The literature identifies changing roles of the librarian from servant to leader in an age exploding with information and technology. The online catalog and bibliographic retrieval services' capabilities have a profound impact upon the way library services and programs are planned, prepared, disseminated, and interpreted to users through 1) Technical Processes, 2) Management, and 3) User Services (represented in Model II; second circle). The success rate by which user needs are met and satisfied by adapting and

adopting change through new roles is dependent upon the functions of the library's program and the librarian as a person and a professional.

The merging roles and tasks for librarians, information specialists, library professionals, information managers, etc. represent new and expanded areas for providing user services. Among the suggested roles listed by Steffen are:

> Mediator, link, interface, middleman, analyzer of user needs, user advocate, ombudsman, educator/ teacher, leader, professional, bibliographer,[8] helper, service provider, and servant.

Lancaster suggests tasks for information specialists to include:

> - The planning and design of electronic publications,
> - The design and operation of electronic networks,
> - The organization of electronic information files (for institutions and, perhaps for individuals)
> - Devising and implementing new types of information services, and
> - Keeping clients aware of new information sources as they become available.[9]

John and Robin Adams suggest:

> - To advise and guide the industry in the marketing of new technologies,
> - To help influence the definition and examination of public policy issues,
> - To convince vendors that library services will be an asset to them,
> - To solicit financial and technical aid of corporations involved in the development of new technologies, and
> - To become knowledgeable about the technical, market, economic, and regulatory aspects of new technologies.[10]

In suggesting various roles for librarians, the need to improve visibility and communication among users must emerge in the forefront. Librarians must become more politically active, more actively involved in research and publishing with the faculty, more active in bringing information workshops and conferences to the campus, and more actively engaged in proposal writing to generate financial support for programs.

Another area to consider is the need for librarians to take a more assertive role and work more closely with the campus computer center. The computer center shares a service role that is similar and complementary to the library, and these areas should be expressed through more coordinated efforts to achieve greater results in the delivery of information.

The above roles and tasks maybe somewhat shocking, but they represent the five basic areas of User Services depicted in Model II: 1) Access Service, 2) Information Services, 3) Instruction, 4) Production, and 5) Consultation.[11] These areas have been basic to libraries since their existence, but they have evolved over the years into more sophisticated and enhanced means in the delivery of information. Due to the abundance of information and the various means of delivery, the need to expand roles and improve attitudes toward the new roles are more apparent for keeping pace with the changing needs of society. These areas indicate a need to improve and change what is already being done in libraries. Librarians need to be creative through exploitation, education, interpretation, application, synthesization, transformation, and dissemination of various forms of communication to users.

It is important to note that the librarian's role is interrelated with the various functions performed, e.g., effective Access (User Services) cannot exist unless the librarian examines the user population of the institution (Management) and acquires (Technical Processes) the appropriate materials and technology for meeting information needs (see bidirectional arrows in Model II).[12]

The librarian must take an active role in the library's program for it to be successful. The outcomes of personal and departmental goals and objectives, upon meeting user needs, will determine the level of success.

The perceptions of the administration toward the library will also influence the outcomes of the program.

Users and Services

There is a need for librarians to develop an awareness of the changes and trends in users' areas of expertise and identify their information-seeking behavior by bringing attention to new methods, procedures, and services available, thereby, meeting academic, personal, and recreational needs, requirements, and accomplishments. This can be achieved if librarians educate themselves about users and their disciplines; behavioral characteristics, research methods, how data are disseminated among researchers, how researchers use information in and out of the library, and how researchers identify and retrieve information.

Librarians must become assertive and cultivate a healthy consultant-partner relationship with faculty and the community to learn about their unique characteristics and needs. Barron identifies this as the Educational Team approach.[13] Nevertheless, whatever terminology is used, a close-knit relationship should develop through an effective marketing plan to include frequent personal contact with users in the library, over the telephone, and most importantly, meetings outside the library to determine present and future needs. The walls of the library should not limit the exchange of information with users. Being cognizant of the external environment adds a special flavor to any relationship; personal or professional.

Relationships with users need to be monitored and frequent follow-up techniques utilized to assess and evaluate programs, services, and performance of the librarian in the partnership. Performance measures can assist in improving program, personal, and professional goals, objectives and outcomes of the total program.

Competencies Needed for a Changing Profession

The changing roles for librarians will require improved personal and professional competencies, e.g., knowledge, skills, communication and interpersonal, etc., to provide good quality service through well planned programs that respond to user needs. Schwartz and Eakin define these as:

> . Behavioral characteristics (approachability; sense of willingness; friendly; the ability to communicate; the ability to effectively deal with problem personalities, etc.);
>
> . Knowledge (resources; collections; subject; alternative resources; when to refer; reference tools; etc.);
>
> . Reference skills (clear, logical thinking; investigative know-how; effectiveness in interviewing; etc.)[14]

In applying the Model to academic libraries, the inner circle (Model I) represents the competencies of librarians. These qualities are also important for library support staff depending upon their job tasks and responsibilities. These attributes are important in the relationship between the library staff and the functions performed in the library. They will have a profound impact upon the acceptance of challenges and opportunities of a changing profession and the perceived and planned needs of a changing society. They will impact upon the acceptance of new roles for librarians and support staff in providing a different kind of service for users. The manner in which these characteristics are utilized will, in essence, influence the quality of services which meet the unique needs of users, the institution, and curricular. Furthermore, they will also determine the type of relationship that developes -- one that attracts or prevents users from acquiring quality services. Politically, librarians can either enhance or dispel support of the library's agenda if personal and professional competencies are not exercised properly.

Institutional Policies

As institutions attempt to meet the academic challenges ahead, issues relating to providing quality education will generate revised policies for the selection and retention of quality personnel. Revisions maybe reflected in policies governing promotion and tenure. For example, these policies at South Carolina State College are undergoing revisions. One of the main issues is to change the tenure policy from a minimum of four years to a maximum of seven, depending upon rank, etc., to the need to possess a terminal degree from an institution in the appropriate discipline with a six year period for completion.

Policies such as these and others signal individuals in the work place to keep abreast of input and output indicators relating to tasks, responsibilities, knowledge, and skills of the job. These indicators suggest the need to engage in self-development activities by acquiring additional knowledge through courses or some type of structured reading program. They also serve to motivate and assist the employee in personal and professional growth and improvement.

The librarians in the Whittaker Library have used a performance appraisal instrument (different from the faculty) since 1978. This instrument is used annually and reflects the individual and departmental goals and objectives and professional, personal, and administrative qualities. The instrument also provides input into a request for promotion from one academic rank to another. Existing institutional policies on tenure are also applicable to librarians. However, new institutional policies, beginning fall 1987, relating to tenure and promotion will have more impact upon performance and the need for improved self-development than existing policies.

Library Accountability and Effectiveness

Future library accountability and effectiveness will address outcomes related to 1) an expanded technological environment, 2) organizational structure, and 3) increased interaction among the library, all organizations, and society. "These changes will affect the library's mission from providing products of service (the focus of industrial society) to emphasis on products of information, technology, and knowledge in an information society."[15]

The emerging future will encourage greater quality of input, output, and utilization of resources than the more traditional services which focused on quantity. Accreditation guidelines affecting libraries are stressing quality versus quantity in programs and services. These requirements direct libraries to reassess their data gathering methods to include systems analysis, cost-effectiveness, statistics, operations research, and experimental design. A greater focus on competency requirements for librarians, evaluation of organizational structure, and the success of goals and objectives that provide programs and services for users based on the new technologies will also be important in library accountability.

When goals and objectives in any type of library are prepared, they should be personal and program related. Personal includes action steps that correlate with program to enhance personal and professional performance. Program refers to action steps taken to promote the program of a department in meeting the overall mission of the library. Both personal and program goals and objectives should be measurable with a defined timetable for achieving results.

The staff in the Whittaker Library writes both personal and program goals and objectives annually. The success of these contribute to the performanee evaluation of each librarian. The author perceives the future success of

achieving these to be more related to user outcomes in terms of how the librarian and instructor work together to help the user become a competent interpreter and retriever of information useful for the classroom and everyday living.

Education Needed for Change

The rapid growth of technology and information is causing technological and societal change. If librarians are to become a part of this mainstream, they will need to educate themselves concerning 1) the impact of technology on providing innovative services and programs; 2) trends and implications in the profession and higher education; 3) user behavior and needs as they relate to specific disciplines; 4) effective communication and problem solving techniques and strategies; and 5) issues relating to the economic, social, and political environment.

Librarians can no longer function as they once have. New strategies should bring users to the library, not turn them away; create services, not rely on one source for all answers; get librarians from behind the reference desk, not use it as a boundary line; and librarians should be willing to explore and share ideas with the faculty about their areas of expertise outside the library, not wait for a phone call or visit. The active approach is to learn more about users, their environment, and what satisfies their information needs. A self-development program can assist one in developing the educational competencies needed for change.

The Whittaker Library staff has a Staff Development Committee to plan activities monthly. Consultants within and external to the institution present three hour sessions on various topics., e.g., proposal writing, stress management, enhancing morale, the Triple E exam, etc. Regularly scheduled

staff meetings provide an opportunity for the staff to share information received from conferences, workshops, etc.

In the future, greater knowledge about users will have a direct impact upon how their needs are met through goals and objectives which generate programs, promote services, management, and technical functions of the library's program and performed by the librarian in a more active role.

THE 1985-1995 LIBRARY PROGRAM PROPOSAL

One of the first priorities, in this proposal, is the need for an integrated online library system (IOLS) to improve programs and services. The present circulation, acquisition, serials, and card catalog units are operating on manual systems which do not allow for effective and efficient management, assessment, and evaluation of 1) circulating materials and fines; 2) holdings inventory; 3) specific subject use of the collection; 4) purchase orders and payment of invoices; 5) data collection for accreditation bodies, etc.

A second priority is to improve, expand, and generate programs through greater visibility of librarians, and develop improved relationships with all users. A third need is to enhance collection quality of the teacher education programs identified in the spring 1987 NCATE (National Council for Accreditation of Teacher Education) report. Overall, this proposal focuses on an agenda that will prepare the library and staff to meet the informational and technological user needs of the twenty-first century.

The proposal will identify new programs and services for each academic year. Ongoing follow-up of the previous year is not specifically outlined, but it is to continue, if not completed, to determine the need for reassessing or implementing new programs.

The objectives in the proposal are not prioritized because all are considered to be very important.

Each academic year will include the following:

- Goal or objective
. Action to be taken
/ Performance measure
( ) Date of action, implementation, and performance evalaution

The Proposed Integrated Online Library System

An IOLS is a multifunctional system that uses a common machine-readable database and has two or more subsystems operational and accessible online, such as circulation, cataloging, acquisitions, reference, database management, etc.[16] The description of each subsystem and its benefits include:

Circulation Subsystem - provides an inventory control system of the library's circulating materials.

Benefits:

. Identifies user activity and availability of library materials.
. Identifies reserve requests, renewals, and recalls for users.
. Identifies type of users and subject areas of resources utilized.
. Provides statistical reports for management, evaluation of library services, and accreditation bodies and agencies.

Online Public Access Catalog Subsystem - provides online access to the bibliographic records of books, serials, documents, and some microform library holdings.

Benefits:

. Provides online access to library holdings from various locations via terminals throughout the campus (e.g., offices and dormitories) and off campus (e.g., schools, businesses, industries, and surrounding communities).
. Provides more ways of searching for library materials than the standard author, title, and subject approaches (e.g., keyword searching using your own terms, searching by call number, and qualifying searches using dates, keywords, language, etc.).
. Provides information for the user regarding the status and availability of library materials (e.g., the Circulation Subsystem; materials on hold, recall, circulating and the Acquisitions Subsystem; materials on order, in process, etc.).

Acquisitions Subsystem - provides fiscal management and an accounting system for acquiring materials.

Benefits:

- Maintains a variety of procurement plans (e.g., direct orders, gifts, periodical subscriptions for all types of library materials: books, journals, microforms. etc.)
- Generates purchase orders, claims, letters to vendors, encumbered and expenditure reports, and acquisition reports needed for accreditation teams, etc.
- Provides more ways of searching the order file than the manual system (e.g., via purchase order number, vendor's name, discipline, requestor's name, etc.).

Reference Information Subsystem - provides information on collection development, utilization, interpretation, and dissemination.

Benefits:

- Provides specially designed subject access for unique collections.
- Provides access to information on special interests, quick reference files, and collection development.
- Provides statistical data on reference collection utilization and analysis.

Database Management Subsystem - provides overall management of data generated in the Circulation, Online Public Access Catalog, Acquisitions, and Reference Information Subsystems.

Benefits:

- Provides access to centralized data generated primarily for management analysis.
- Provides a channel to frequently monitor and evaluate management data for Subsystems.
-

Community Services

The proposed IOLS will not only serve the academic users of South Carolina State College, but the local and surrounding communities in a tri-county area; Orangeburg, Bamberg, and Calhoun counties. Proposed services will include:

- Access to the library holdings and availability (books, journals, documents, agency reports, newspapers, census data, etc.)

. Access to the information and referral services of the library and other departments of the institution (e.g., an inquiry to the library generated from a remote computer will be answered by the Reference and Information Center staff or routed to the appropriate office on campus.
. Access to an electronic bulletin board of library and institutional data to include 1) information on library policies and procedures; 2) the campus calendar of events; 3) registration information - policies and procedures, course schedules, etc.; 4) films, videos, etc. available in the Instructional Media Center; and 5) special services available (e.g., consultants in the tri-county area, etc.).

The 1985-86 Academic Year

The 1985-86 academic year set the planning stage for the IOLS, and other activities will emanate from here.

- To inform the administration of the need for a library consultant to assist in a proposed automation project.

. Memo sent to the Vice President of Academic Affairs (VPAA) to inform of library needs, trends, and request that a library consultant be contacted (11/26/85).
. Business Manager wrote VPAA for library staff to define the duties of a library consultant (12/20/85).
. Duties of library consultant sent to Business Manager (1/9/86).
. Draft for an RFP for a library consultant developed and communication occured between the library staff, Business Manager, and the Computer Center Director (1/86-3/86).
. Requisition submitted to VPAA with RFP (4/3/86).

/ Measure the time involved from informing the VPAA of automation plans to submitting RFP (6/86).

The 1986-87 Academic Year

Many of the following activities have occured at the time of this writing. However, they are outlined to follow-up on activities initiated in 1985-86 and set the stage for future planning.

- To follow-up on getting the RFP out on bid.

. Informed by Office of Procurement, South Carolina State College, that request for consultant services had been received and the Division of Information Resource Management, Columbia, SC, indicated it presented no conflicts

with existing State standards (7/9/86).
. Materials Management Office of State Budget and Control requested clarity of some statements in RFP (8/16/86). Information submitted (10/15/86).
. Materials Management Office requested information on evaluative factors in RFP and to submit the names of the Evaluation Team to review the bids (12/2/86). Information submitted (12/11/86).
. RFP went out on bid (12/17/86).
. Received two library consultant bids (1/8/87).

/ Measure the time involved from informing the VPAA of automation plans to the RFP going out on bid (12/86).
/ Measure the time involved from RFP going out on bid to receipt of bids (3/87).

- To inform the library staff of progress made with the RFP.

. Met with staff in annual semester meetings (8/22/86 and 1/22/87).

/ Observe the staff's responses (8/86 and 1/87).

- To meet with the new administrators about library needs, automation plans, financial support, and future direction.

. Library staff met with the Executive Vice President and Provost (EVPP) and the Vice President for Administration (1/29/87).
. Library staff met with the staff of Institutional Relations (Vice President for Development and Institutional Relations, Director of Institutional Advancement) and the Special Academic Programs/Title III Coordinator (2/9/87).

/ Observe the administrators' responses (1/87 and 2/87).
/ Measure the number of requests received from the administrators for additional information (4/87 and 6/87).
/ Amount of funding generated for the IOLS (10/87 and 2/88).
/ Amount of funding generated for book and journal acquisitions (10/87).

- To meet with the Evaluation Team to evaluate the RFP responses.

. Copies of bids, etc. sent to Evaluation Team members (2/9/87).
. Evaluation Team met to review bids (2/18/87).
. Evaluation Team met with the Analyst from the Materials Management Office to select a library consultant (2/27/87).

/ Observe the dialog in the review session among team members (2/87).
/ Observe the decision of the team and reactions of the Analyst (2/87).
/ Amount of time required to analyze bids and select a library consultant (3/87).

- To contact selected library consultant about RFP.

. Library consultant notified of award (3/1/87).
. Library consultant and Project Manager set dates for on-site visit; May 12-13, 1987 (3/6/87).
. Library consultant sent information for preliminary library data (3/6/87).
. Data requested from library units and staff informed of consultant's visit (3/18/87).
. Preliminary library data mailed to consultant (4/17/87).

/ Amount of time from notifying consultant of award to requesting additional information and setting on-site dates (3/87).
/ Amount of time required to prepare data for consultant (4/87).
/ Observe staff's responses to preparing data (3/87).

- To prepare a mini proposal of the library's automation plans for the EVPP at her request.

. Prepared proposal to be presented to the Black Caucus of the the legislature for financial support of the IOLS (4/3/87).

/ Amount of funding received (6/87 and 10/87).

- To initiate a repackaging of information program for library users.

. Disseminate bibliographies on current topics of interest to library users (AIDS, Administrators in Higher Education, and Funding in Higher Education (March-April 1987).
. Follow-up via telephone or survey (5/87).

/ Measure user satisfaction level.

- To identify unmet user needs and opinions of library services and programs.

. Survey library users (4/13-4/19/87).
. Identify user needs, etc. (5/87).

/ Number of surveys received (4/87).
/ Number of needs, etc. identified (4/87).
/ Set a rate of user satisfaction for implementing plans (5/87).

- To bring staff up-to-date on consultant's visit.

  . Present progress report in staff meeting (4/15/87).

    / Observe staff's responses.

The 1987-88 Academic Year

- To expand the present marketing program to improve relationships between the library staff, faculty, staff, students, and the tri-county community.

  . Each Reference and Information Specialist research assigned disciplines to improve and/or update an awareness of the information-seeking behavior of users and combine with new and emerging technology (7/87).
  . Plan a "Drop In" for college and community users to focus on the library's role, services, programs, policies and procedures, future direction, and identify needs (9/87).
  . Disseminate bibliographies on topics related to specific disciplines, teaching areas, and personal interests (9/87).
  . Develop a faculty, staff, and community resource bulletin board to include interest areas; expertise, hobbies, special services, etc. (9/87).
  . Continue Staff Develpment program to require librarians to enroll in courses, attend workshops, etc. and develop a reading program in management, communication, higher education, and professional trends (7/87-6/88).
  . Invite tri-county librarians to staff development programs, applicable to them, sponsored by the library staff (9/87-5/88).
  . Improve marketing program with the campus radio station, the Public Relations Director and the Computer Center Director (7/87-6/88).

    / Identify information-seeking behavior of various disciplines and share with staff (7/87).
    / Number of users participating in the "Drop In" (9/87).
    / Measure user satisfaction level of bibliographies (10/87).
    / Number of courses enrolled in (12/87 and 6/88).
    / Number of workshops attended (12/87 and 6/88).
    / Number of topics covered in reading program (12/87 and 6/88).
    / Number of tri-county librarians attending programs (12/87 and 6/88).
    / Amount of library coverage on radio and in print media (12/87 and 6/88).

/ Observe responses and follow-up of Computer Center Director (12/87 and 6/88).
/ Number of programs developed for classroom from workshops and reading involvement (12/87 and 6/88).
/ Number of users providing information for resource bulletin board (12/87 and 6/88).

- To improve the Bibliographic Instruction and Freshman 100 programs using data collection, analysis, and follow-up procedures for assessing instruction.

. Investigate the initiation of a library instruction course offered for credit (8/87).
. Initiate a Library-Faculty Advisory Service to provide continuous, creative, and innovative instruction in library skills development and problem solving techniques for students (9/87).
. Implement the PET (Program for Effective Teaching) approach to teaching classes (9/87).
. Implement the experimental approach to determine the effectiveness of teaching methods and outcomes (9/87).

/ Follow-up on request for library instruction course for credit (1/88).
/ Number of faculty involved in Advisory Service program (11/87).
/ Number of students participating in Advisory Service program (12/87).
/ Measure student outcomes of experimental approach to instruction (12/87 and 6/88).
/ Measure student progress one year following inital instruction (8/88).

- To improve collection quality of subject areas identified in the NCATE report.

. Select materials that will improve quality in subject areas identified (7/87).
. Order materials selected (9/87-3/88).

/ Number of materials selected (12/87 and 6/88).
/ Number of materials ordered (12/87 and 6/88).
/ Sources used for selection (12/87 and 6/88).
/ Number of new acquisitions added based on selected subject bibliographies used (6/88).
/ Number of new acquisitions received vs the number needed (6/88).
/ Amount of additional funding allocated (12/87 and 6/88).
/ Amount of faculty participation (12/87 and 6/88).
/ Amount of expenditures (6/88).
/ Amount of encumbered funds (6/88).

- To continue site preparation for installation of the IOLS.

  . Meet with consultant and prepare required data as needed (7/87-6/88).
  . Identify Task Forces to develop draft for IOLS Specs and Requirements Report (5/87-7/87).
  . Keep staff informed of progress with IOLS (7/87-6/88).
  . Identify areas where staff will need training for IOLS (12/87).

  / Monitor projected dates vs actual activity dates with consultant (7/87-6/88).
  / Monitor dates for completion of IOLS Specs and Requirements Report (7/87-10/87).
  / Observe staff's responses (7/87-6/88).
  / Measure the time involved in providing data to consultant (7/87-6/88).

- To identify sources for gaining external fundings for new programs.

  . Write proposals for funds (9/87-6/88).
  . Utilize political strategies with the community and legislature (9/87-6/88).
  . Keep the administration apprised of funding needs (7/87-6/88).

  / Number of proposals written (12/87 and 6/88).
  / Amount of funding received from proposal writing (6/88).
  / Amount of funding received from the community (6/88).
  / Amount of funding received from the legislature (6/88).
  / Amount of funding generated from the administration (6/88).

- To improve the quality of services provided in Collection Development.

  . Hire a full time secretary (8/87).

  / Measure the performance of present clerical after reassigning job tasks and responsibilities (2/88).
  / Measure the performance of the full time secretary (2/88).

- To organize the South Carolina State College Historical Collection for access and retrieval of information.

  . Hire a full time secretary (12/87).
  . Hire a full time archivist (12/87).
  . Purchase hardware, software, and supplies (12/15/87).

  / Measure the performance of the secretary (6/88).
  / Measure the performance of the archivist (6/88).
  / Amount of purchases made (2/88).
  / Number of purchases received (2/88).

/ Number of purchases needed (2/88).
/ Number of user requests (6/88 and 12/88).
/ Measure user satisfaction level (6/88).

- To improve data collection techniques for assessing and evaluating outcomes of service.

. Collect a series of sampled statistics (9/87, 12/87, 3/88, and 6/88).
. Utilize spreadsheets, graphs, etc. to collect and compile data (9/87, 12/87, 3/88, and 6/88).

/ Measure the availability of statistics when needed (12/87 and 6/88).
/ Measure statistics with program goals, user needs, and satisfaction level (12/87 and 6/88).

- To inform all campus chairpersons, deans, and directors of the library's needs, automation plans, and future direction.

. Plan a meeting with library staff, chairpersons, deans, and directors (9/87).

/ Observe responses (9/87).
/ Amount of support and input received (12/87 and 6/88).

- To improve data analysis and outcomes of programs and services.

. Write goals and objectives (7/87).
. Compare goals and objectives with expectations (7/87).
. Analyze and make recommendations for outcomes (6/88).
. Use spreadsheets, graphs, etc. to chart data (7/8706/88).

/ Measure the outcomes with goals and objectives (6/88).

- To initiate a library staff peer evaluation program.

. Design an instrument so support staff can evaluate all supervisors and librarians and all supervisors can evaluate all staff (8/87).

/ Measure organizational behavior (1/88).
/ Measure communication channels (1/88).
/ Measure staff morale (1/88).
/ Measure ability to manage people (1/88).
/ Measure ability to motivate people (1/88).

- To improve the status procedures of materials ordered by the faculty.

. Inform faculty of order date, status report, received date, and availability date of materials (9/87-6/88).
. Design forms to provide order date, status report, and received date information (7/87).

. Notify faculty via phone or memo of the availability of materials ordered (when available for circulation).

/ Measure the output of status reports by acquisition staff (12/87, 3/88, and 6/88).
/ Measure the faculty level of satisfaction (12/87 and 4/88).
/ Measure the increase in faculty requests submitted (9/87-6/88).

- To hire additional staff for the IOLS project and Collection Organization.

. Hire a full time librarian to manage the project (7/87).
. Hire a full time clerical (7/87).

/ Measure the performance of the Coordinator of Collection Organization and the Project Manager after reassigning duties and responsibilities (1/88).
/ Measure the performance of the present clerical staff after reassigning duties and responsibilities (1/88).
/ Measure the performance of the Project Manager (1/88).
/ Measure the performance of the clerical (1/88).

The 1988-89 Academic Year

- To plan for installation and implementation of the IOLS subsystems.

. Evaluate bid responses and negotiate the signing of a vendor contract (7/88).
. Install and implement Circulation, the Online Public Access Catalog, and Acquisitions Subsystems (12/88, 3/89, and 6/89).
. Begin college and community user orientation and instruction of the subsystems (3/89).

/ Measure user response to acceptance of subsystems (7/89 and 10/89).
/ Number of users accessing the Online Public Access Catalog (6/89).
/ Increase in circulating materials (8/89).
/ Measure search response time of subsystems during normal and peak periods of use (6/89 and 8/89).

- To expand the marketing program between librarians and faculty.

. Integrate more library use into instructional programs (8/88).

/ Number of contacts for classroom instruction (12/88 and 6/89)

/ Number of contacts made to faculty (12/88 and 6/89).
/ Number of students involved in instruction (12/88 and 6/89).
/ Observe students' responses (12/88 and 6/89).
/ Type of instruction provided (12/88 and 6/89).
/ Length of instruction (12/88 and 6/89).
/ Level of instruction (12/89 and 6/88).
/ Type of resources introduced in instruction (12/89 and 6/88).

- To improve the quality of services provided in the Circulation Unit.

. Hire a librarian to coordinate Unit activities (7/88).

/ Measure the performance of the Coordinator (12/88 and 6/89).
/ Measure user satisfaction (12/88).

- To initiate a staff development program for librarians with other librarians within and out of state.

. Develop an internship or exchange program for three months and one year periods.

/ Number of program ideas generated.
/ Number of new programs initiated.
/ Measure improvement in performance resulting from experience.

- To develop a professional development plan for librarians.

. Initiate research and publishing activities among librarians (7/88).
. Initiate research and publishing activities among librarians and the faculty (12/88).

/ Number of research projects published (6/89 and 12/89).
/ Number of contacts made by the faculty to the librarian(s) (12/88 and 6/89).
/ Amount of visibility received from librarians among faculty and colleagues (6/89 and 12/89).

- To initiate the library self-study evaluation for the 1990 SACS (Southern Association of Colleges and Schools) visitation.

. Prepare library documentation as requested in guidelines (8/88).

/ Observations made by the Self-Study Team (3/90).
/ Recommendations made by the Self-Study Team as they relate to goals, objectives, and outcomes of the library's programs and services (3/90).

The 1989-90 Academic Year

- To plan for installation and implementation of additional subsystems and networking capabilities.

  . Install and implement the Reference Information and Database Management Subsystems (12/89 and 3/90).
  . Provide access to the South Carolina State Library Network (12/89).
  . Provide access to the online public access catalog for the campus and tri-county community (1/90).
  . Provide improved access to the South Carolina State College Historical Collection (7/89).
  . Provide access to the information and retrieval services (3/90).
  . Provide access to the electronic bulletin board (3/90).

  / Measure search response time to subsystems (3/90 and 6/90).
  / Measure user response time from point of receipt in library to document delivery to user (4/90).
  / Number of users accessing the online public access catalog from remote sites (12/89 and 6/90).
  / Number of users accessing the Reference Information Subsystem (3/90 and 6/90).
  / Number of requests for materials in the South Carolina State College Historical Collection (12/89 and 6/90).
  / Number of requests made to the electronic bulletin board (6/90).

- To improve photocopying services to users in the library.

  . Investigate use of photocopying credit cards for users (7/89).

  / Measure the level of user satisfaction (3/90 and 6/90).

- To coordinate video production and the transmission of programs with the campus Instructional Media Center.

  . Survey user needs (8/89).
  . Develop and provide transmission of programs to the campus and community (12/89).

  / Number of programs available for transmission (3/90).
  / Measure the level of user satisfaction (6/90 and 9/90).

- To study the influence of library resources on faculty recruitment and retention.

. Survey the faculty (8/89).
* Request Library Director to be a member of the faculty search committee (7/89).

/ Appointment of Library Director to faculty search committee (12/89).
/ Measure the level of library resources impact on recruitment and retention (5/90).
/ Measure the level of faculty satisfaction with library resources (5/90).

- To create and provide tailored information products for community users.

. Integrate more gateway software with commercial library support packages (7/89).

/ Measure the activity of use (12/89).
/ Measure the satisfaction level of users (12/89).

- To improve the quality of services provided in Collection Development.

. Hire a full time clerical (7/89).

/ Measure the performance of present clerical and secretary after reassigning job tasks and responsibilities (1/90 and 7/90).
/ Measure the performance of clerical hired (1/90 and 7/90).

- To investigate the use of CD-ROM capabilities for encyclopedias, indexes, and bibliographic retrieval services.

. Research the literature (8/89).
. Acquire demonstrations for use (12/89).
. Make recommendations for purchase (3/90).

/ Measure cost effectiveness (3/90).
/ Measure level of user satisfaction (6/90).

The 1990-91 Academic Year

- To evaluate the effectiveness and level of activity of selected services performed at the reference desk.

. Chart directional and specific factual information requests (7/90).
. Analyze frequency and the need to provide the same services using other means, e.g., via computers (12/90).

. Provide new services beyond and without the reference desk (1/91).

/ Measure the old methods in terms of cost and time involved (6/91).
/ Measure the new methods in terms of cost and time involved (3/91).
/ Number of requests for old methods (6/91).
/ Measure the level of user satisfaction (6/91).
/ Number of requests for new methods (6/91).

- To study the physical arrangement of the collection and furniture in providing quality services.

. Research the literature (7/90).
. Survey uses (9/90).

/ Measure the level of user satisfaction with present arrangements (9/90).

- To promote access to the library's programs and services in the community.

. Publicize access services available (7/90).
. Inform users of remote access capabilities (7/90).

/ Measure the number of requests for dial-up access to the library (12/90 and 6/91).
/ Measure the increase in computer activity from the community (12/90 and 6/91).

- To identify resources and services to meet identified demands of users.

. Survey all users (9/90).

/ Number of responses received (9/90).
/ Number of needs, etc. identified (9/90).
/ Set a rate of user satisfaction for implementing new programs and services (10/90).

- To identify unserved or inadequately served users in the community.

. Identify non-users (1/91).
. Identify non-users' needs (1/91).

/ Number of non-users (3/91).
/ Number of needs identified (3/91).

- To improve the quality of library services provided in Collection Development.

. Hire a full time librarian (7/90).

/ Measure the performance of librarians after reassigning job tasks and responsibilities (1/91 and 7/91).
/ Measure the performance of the new librarian (1/91 and 7/91).

The 1991-92 Academic Year

- To research the need for a multicultural program via remote access to the community.

  . Survey the ethnic population of the tri-county community (7/91).

    / Number of responses (7/91).
    / Number who desire a program (7/91).
    / Formulate goals and objectives (8/91).

- To assess and evaluate the effectiveness and efficiency of programs and services in meeting user needs.

  . Analyze data collected (7/91).
  . Analyze user surveys (8/91).
  . Make recommendations for the future (8/91).

    / Implementation and outcomes (1/91 and 6/91).

- To provide a microcomputer lab in the library for users.

  . Design a program with the faculty (8/91).
  . Solicit financial support for hardware and software from the administration, the community, and vendors (12/91).

    / Number of faculty responses (12/91).
    / Amount of financial support received (4/92).
    / Program objectives and user outcomes (6/92 and 9/92).

- To develop a structured program with librarians in the tri-county area for high school students.

  . Make resources available for check-out (8/91).
  . Provide bibliographic instruction in the Whittaker Library (8/91-6/92).
  . Place a bibliographic instruction slide presentation in each school library (12/91).
  . Provide and exchange of information service (8/91-6/92).
  . Assist school librarians with special reading and research projects (8/91-6/92).
  . Plan ongoing workshops with high school librarians (8/91-6/92).

/ Number of check-outs (8/91-6/92).
/ Number of contacts for classroom instruction (8/91-6/92).
/ Number of contacts for instruction in the Whittaker Library (8/91-6/92).
/ Number of students involved in instruction (8/91-6/92).
/ Type of instruction (8/91-6/92).
/ Level of instruction (8/91-6/92).
/ Type of resources introduced (8/91-6/92).
/ Observe students' responses (8/91-6/92).
/ Number of workshops held (8/91-6/92).
/ Number of workshop participants (8/91-6/92).
/ Observe workshop participants' responses (8/91-6/92).
/ Frequency of use and request for information (8/91-6/92).
/ Frequency in communication patterns between the Whittaker librarians and the high school librarians (8/91-6/92).
/ Type of communication patterns (8/91-6/92).

- To identify programs and services needed for the future.

. Analyze present programs and services (8/91).
. Analyze the library's future mission (8/91).
. Analyze the population served (8/91).
. Decide where the library wants to be by the year 2000 (8/91).
. Define goals and objectives (9/91).
. Define performance outcomes (9/91).
. Determine the amount of financial support needed (9/91).

/ Goal achievement of present programs and services (8/91).
/ Relationship of future programs and services with the library's mission (8/91).
/ Relationship of future programs and services with the institution's mission (8/91).

The 1992-93 Academic Year

- To provide electronic mail access for all libraries in South Carolina.

. Identify libraries with access capabilities (7/92).
. Identify additional cost (7/92).

/ Cost effectiveness (12/92).
/ Level of activity (1/93 and 6/93).
/ Degree of improved communication (12/92 and 6/93).
/ Level of user satisfaction (12/92 and 6/93).

- To assess the quality of the teacher education areas of the collection.

  . Identify the collection against recognized bibliographies in each area (7/92).
  . Set a percentage level of desired holdings (7/92).
  . Determine the percentage of holdings (12/92).

    / Measure the percentage of holdings with 90 percent desired outcome (12/92).
    / Amount of faculty input (12/92).
    / Quality of bibliographies used (12/92).

- To evaluate all automated and electronic transmission services to users.

  . Analyze performance level of library program (1/93).
  . Survey the satisfaction level of users (1/93).
  . Survey users for desired improvements (1/93).
  . Survey the number of users with access capabilities (1/93).
  . Determine needed services (2/93).

    / Measure system performance in meeting users' needs (3/93).
    / Measure system performance with other libraries (5/93).
    / Number of users' responses (2/93).
    / Number of desired improvements (2/93).
    / Number of needed services (2/93).

The 1993-94 Academic Year

- To identify areas for improving cooperative and networking projects with small private and public libraries in the tri-county area.

  . Survey libraries' needs for cooperative and networking projects (7/93).

    / Number of libraries responding (7/93).
    / Number of libraries wanting to initiate projects (7/93).
    / Type(s) libraries wanting to initiate projects (7/93).

- To study the need for more remote computer access for the campus and community.

  . Survey the level of activity at present sites (8/93).

. Inform administrators of needs (10/93).
. Identify the amount of funding needed (10/93).

/ Number of sites responding (8/93).
/ Number of areas needing access points (8/93).
/ Observe administrators' responses (10/93-6/94).
/ Amount of financial support received (10/93-6/94).

The 1994-95 Academic Year

- To initiate an inventory project of the library's holdings.

. Check the shelflist against holdings (7/94).
. Determine number of missing items (1/95).

/ Number of titles or volumes in the library (1/95).
/ Number of titles or volumes missing (1/95).
/ Number of holdings missing that were published in 1990 (1/95).
/ Effectiveness of security system (1/95).

- To initiate a weeding project for the library's holdings.

. Solicit the help of the faculty in examining the collection (7/94-12/94).

/ Size of collection in each subject area (1/95).
/ Significance of the collection (1/95).
/ Physical condition of the collection (1/95).
/ Scope of the collection (1/95).
/ Recency of holdings (1/95).

- To initiate a deselection project for serials.

. Provide faculty with a list of serials related to their discipline (2/95).
. Request faculty to deselect based on criteria given (2/95).

/ Number of faculty responding (3/95).
/ Number of titles deselected (3/95).
/ Subject coverage of titles deselected (3/95).
/ Financial savings (4/95).

- To study collection growth and physical facility needs.

. Track growth of the collection within the past ten years (7/94).
. Examine weeding and inventory reports (8/94).

/ Need to replace missing titles (1/95).
/ Need for additional space (2/95).

- To work with tri-county librarians to identify and coordinate access to documents produced within the area.

. Survey city governments (9/94).
. Survey businesses and industries (9/94).
. Advertize via media (9/94-12/94).

/ Number of responses from city governments (9/94).
/ Number of responses from businesses and industries (9/94).
/ Effectiveness of media (9/94-12/94).
/ Number of documents identified (1/95).

SUMMARY

This proposal has attempted to identify changes and issues relating to change, and the relationship and impact of these on the Whittaker Library staff, programs, and services for the twenty-first century.

Adapting and adopting change requires visionary and strategic planning to expand the scope of services and achieve desirable outcomes in meeting a diversity of user information needs.

Planning for change necessitates the need to identify 1) the functions of the library; 2) the functions of the librarians; 3) the policies of the institution; 4) the goals and objectives of the library and librarians; and 5) desired outcomes. Secondly, the user population and services of the library must be matched with the performance role of the library staff, and integrated with personal and professional competencies that will produce an atomosphere for learning. This process has to link the inner and external environment (students, faculty, staff, administrators, and community) so personal and program goals and objectives will develop a competent and proficient library user.

As the Information Age continues to provide more information and greater

access and retrieval capabilities by means of technology, new roles for librarians will emerge as well as the need for new programs and services. Their roles must be active, assertive, creative, experimental, explorative, and innovative to achieve the primary goal of bringing users and information together. Knowing the information-seeking behavior of users provides librarians an opportunity to enhance the manner in which data is gathered, retrieved, interpreted, produced, and disseminated.

Future roles for librarians must include a political, economic, and social awareness of the community to determine the impact and support of these upon new programs.

The library staff will need to design a program that addresses new ways to assess and evaluate the quality of services. Program outcomes should determine the competency level achieved by users.

Self-development should be a primary goal of librarians if they are to be knowledgeable of the information processing function. Classroom instruction and a structured reading program are needed to keep librarians abreast of trends affecting users, technology, and services. Librarians need to expand their personal and professional base as it relates to user needs, services, and the institution.

FOOTNOTES

1. Faculty Library Handbook. (Orangeburg, SC: Miller F. Whittaker Library 1986). See p. 5.

2. Barron, Daniel D. "Communicating What SLM Specialists Do: the Evaluation Process." School Library Journal 33:95-99 (March 1987). See pp. 96 and 98.

3. Ibid. See pp. 96-97.

4. Smalls, Mary L. "The Library Profession in the 21st Century: Transformation for Survival." The Georgia Librarian 23:93-96 (November 1986). See p. 93.

5. Ibid.

6. Stueart, Robert D. "Preparing Libraries for Change." Library Journal 109:1724-26 (September 15, 1984). See p. 1724.

7. South Carolina State College Institutional Self-Study Report for the Southern Association of Colleges and Schools. (Orangeburg, SC: South Carolina State College, 1979). See p. 202.

8. Steffen, Susan Swords. "A Reference Librarian's Point of View." The Journal of Academic Librarianship 12:341-43 (January 1987). See pp. 341-42.

9. Lancaster, F. W. "Future Librarianship: Preparing for an Unconventionl Career." Wilson Library Bulletin 57:747-53 (May 1983). See p. 750.

10. Adams, John and Robin. "Videotex and Teletext: New Roles for Libraries." Wilson Library Bulletin 57:206-11 (November 1982). See p. 211.

11. Barron. See p. 98.

12. Ibid.

13. Ibid. See p. 99.

14. Schwartz, Diane G. and Eakin, Dottie. "Reference Service Standards, Performance Criteria, and Evaluation." The Journal of Academic Librarianship 12:4-8 (March 1986). See p. 5.

15. Smalls. See p. 94.

16. Genaway, David C. Integrated Online Library Systems: Principles, Planning and Implementation. (White Plains, NY: Knowledge Publications, Inc., 1984). See p. 4.

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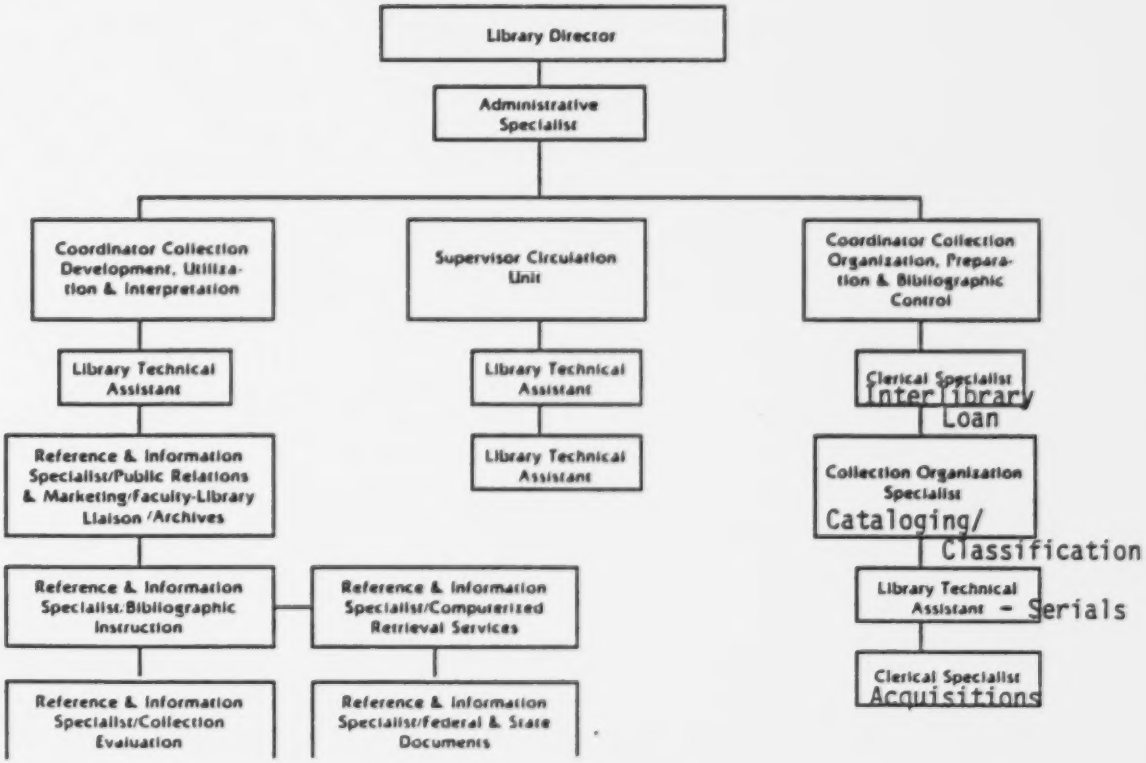
APPENDIX A

ORGANIZATIONAL CHART

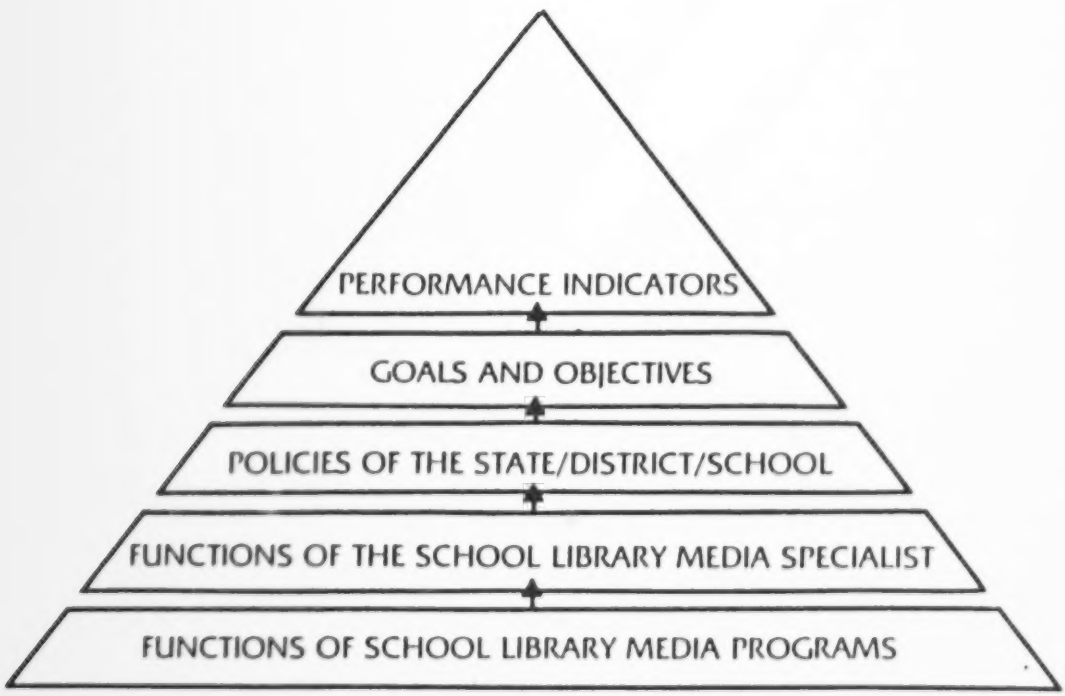
MILLER F. WHITTAKER LIBRARY
South Carolina State College


Library Director
Administrative Specialist
Coordinator Collection Development, Utilization & Interpretation
Supervisor Circulation Unit
Coordinator Collection Organization, Preparation & Bibliographic Control
Library Technical Assistant
Library Technical Assistant
Clerical Specialist
Inter Library Loan
Reference & Information Specialist/Public Relations & Marketing/Faculty-Library Liaison /Archives
Library Technical Assistant
Collection Organization Specialist
Cataloging/ Classification
Reference & Information Specialist/Bibliographic Instruction
Reference & Information Specialist/Computerized Retrieval Services
Library Technical Assistant - Serials
Clerical Specialist
Acquisitions
Reference & Information Specialist/Collection Evaluation
Reference & Information Specialist/Federal & State Documents

1986

APPENDIX B

MODEL I


PERFORMANCE INDICATORS
GOALS AND OBJECTIVES
POLICIES OF THE STATE/DISTRICT/SCHOOL
FUNCTIONS OF THE SCHOOL LIBRARY MEDIA SPECIALIST
FUNCTIONS OF SCHOOL LIBRARY MEDIA PROGRAMS

APPENDIX C

MODEL II